

HEALTH PROMOTING SCHOOLS COMMITTEE MEETING

"MINUTES"

Thursday, FEB 7th, 2019

School Board Office – Board Room #1 @ 4:00 pm



COMMITTEE MEMBERS PRESENT		
ARC Programs	Kristi Field, Counsellor	
Board of Education	Amy Geistlinger	
COPAC	Cadre Simpson	
COTA	Mary Hope (ELE)	Lois Aeckersberg (Middle-Secondary)
COPVPA	Mike Kormany (ELEM)	
CUPE	Margaret Varga	
District Staff	Vianne Kintzinger, Assistant Superintendent	Jodee Hermiston, Recording Secretary
District Student Council	Matthew Richardson	Monika Bhatia
HPS Coordinators	Janelle Zebedee	Tricia Penny
Mental Health	David Guthrie, Team Leader, CYMH	
Sexual Health Education	Leanne Woodrow	
REGRETS		
Aboriginal Education	Crystal Prince	
Board of Education	Julia Fraser	
COPAC	Valary Chidwick (MID/SEC)	
COPVPA	Violeta Malfair (SEC)	Raelyn Larmet (MID)
IHA	Karen Davies Public Health Nurse NEW MEMBER for APR 11 th Eileen Smith, COK Public Health Nursing Team Leader	Valerie Pitman Regional Knowledge Coordinator for Healthy Schools
Sexual Health Education	Nicole Weremy	Jenny Rabinovitch

1. WELCOME @ 4:05 PM

Vianne Kintzinger

2. AGENDA

Vianne Kintzinger

2.1 Adoption of FEB 7th, 2019 Agenda - **ADOPTED**

3. MINUTES

Vianne Kintzinger

3.1 Adoption of DEC 6th, 2018 Minutes – **ADOPTED**

4. PRESENTATIONS – pls see PowerPoint attachment

Sarah MacKinnon

4.1 UPSTREAM PROJECT

(Youth Housing

Sarah & Kyleen presented a program for early intervention & identification of youth who are vulnerable to homelessness. Away Home Canada is overseeing the program. They believe the program can:

Director @ Okanagan

Boys & Girls Clubs) &

Dr. Kyleen Myrah, (OC

Educator & Chairman

of Journey Home

- o They are respectfully asking Central Okanagan Public Schools to partner with them to gather data on young people (GR 8's from 2 schools - approx. 400

Program)

students) to pilot the Upstream Project and gain information that can help them build structures and systems that prevent school disengagement and homelessness. The project has been proven in Canada and Australia to be able to identify up to 50% more students at risk than were previously known to the schools.

- O This project is run through a collaborative schools and community service partnership model. ARC Programs, The Bridge Youth & Family Services, Foundry & Okanagan Boys and Girls Clubs have committed to partner in the project's success with the schools. The City of Kelowna & the Central Okanagan Journey Home Society endorse the project and believe it can help us turn off the tap to homelessness (a 5 year strategy) in our community. Raising the Roof oversees the project nationally and is a highly engaged project partner.
- O In Kelowna in 2016, 200 young people between the ages of 12 - 24 accessed emergency shelter. In the past 12 months, Okanagan Boys & Girls Clubs intervened in youth homelessness approximately 200 times for 150 youth; most of them under the age of 19. That is the size of a small school. We are eager to be part of a solution that can help prevent & end youth homelessness and promote youth engagement in school so that young people in our community can thrive and achieve their dreams.

Tel (250) 870-1046

Email: smackinnon@boysandgirlsclubs.ca

Web: www.boysandgirlsclubs.ca

After the presentation:

- there were many questions around confidentiality of the survey (paper based), identification of the students & if it would reach the target group
- surveys are coded, collected in a lock box & we were assured that whatever is needed will be done
- services would be provided through the multiple community group partners
- Kelowna is recognized nationally for having a youth strategy – we are a pilot community
- mental health 85% /57% contact w/child welfare system
- project can help improve graduation
- most youth want to return to school but live with too much risk
- SD23 relies on community partners to help
- parents are involved in wrap around
- youth can lead w/help for the whole family through Boys & Girls Club
- some youth are unable to confide & use services for various reasons
- there would be an Orientation Assembly before survey is held to present the survey to students – Vianne also assured the committee that we would need a permission form as well
- this assembly is an open question period for students
- parent questions go to the school when permission form is sent out
- the survey would take between 20-40 min = 80 questions
- sample questions for committee proved insight from student answers
- there will be help with explaining questions to staff from community partners are sent to help

- many don't know of services available from all of the community partners
- students may only be aware of the Foundry
- Pearson Hub has services
- Upstream partners can handle possible large inputs from the survey
- question arose about students participating when it is impossible to have parent sign – they use an 'opt out' form = better participation
- students can also opt out during the assembly portion or at any time
- timeline ideally within 1 year
- keep survey to gr 8 in the 2nd year
- they would like to reconnect when kids are older
- community partners could help older students w/finding jobs – other agencies may already be helping with this
- current partners offer wrap around services already – no need for more partners
- to proceed, there needs to be a formal memorandum of understanding/agreement
- after this presentation, WHEN do things happen? There are many steps involved.
- the committee in general felt that we are in reactionary mode for kids in crisis – it certainly would be better to identify them earlier
- keep education as forefront is SD23's main responsibility
- lots of concerns regarding the general acceptance with the integrity of this program
- may catch kids not on the radar yet and 'yes' the committee wants to be proactive & proceed because 'we care enough to ask – but what about to act'?
- is there a tiered system of helping after the survey?

**MOTION to endorse/adopt this program moving this forward to the services committee.
CARRIED.**

- last comments were to be proactive not reactive, make sure kids are fully supported, know exactly what is in the survey (even though edits are not allowed), address concerns of parent reaction to their child being identified & consult with families so they are a part of the results that are found.
- students may choose which info is shared with parents but need to realize that parents WANT to help

5. 2018-2019 HPS ACTION PLAN-Update

- **EASE (Everyday Anxiety Strategies for Educators) Training**
 - Replaces the FRIENDS Program
 - Janelle & Tricia offering training opportunity in APR or MAY
- **Kids in the Know School Support (BHE, GRE,HRE, PGE, QGE, SVE, WAT)**
 - *Kids in the Know* is the Canadian Centre for Child Protection's national safety education program. The program engages students with interactive lessons to help build skills that increase their personal safety and reduce their risk of victimization online and in the real world.

*Janelle Zebedee
& Tricia Penny*

- personal safety program reducing exploitation, touching , identifying lures in community or Internet

O **Middle Years Development Instrument (Grade 7 Students)**

- 1000 students currently completing it - finishing in the next week
- Janelle & Tricia will go through data in the fall & then share out the data.
- 23,000 students across the province taking part
- provides data on sense of belonging before/afterschool, sense of well-being, addresses feelings of happiness, sadness, worries, etc.
- focus groups dig deeper when needed with teachers

What is the Middle Years Development Instrument (MDI)?

The Middle Years Development Instrument (MDI) is a self-report questionnaire completed by children in Grade 4 and Grade 7. It asks them how they think and feel about their experiences both inside and outside of school. Both the Grade 4 questionnaire and the Grade 7 questionnaire include questions related to the five areas of development that are strongly linked to well-being, health and academic achievement.



Physical Health & Well-Being

Children evaluate their own physical well-being in the areas of overall health including body image, nutrition and sleeping habits.



Connectedness

Children are asked about their experiences of support and connection with the adults in their schools and neighbourhoods, with their parents or guardians at home, and with their peers.



Social and Emotional Development

Children respond to questions about their current social and emotional functioning in 7 areas: optimism, self-esteem, happiness, empathy, prosocial behaviour, sadness and worries.



School Experiences

Children are asked about their school experiences in 4 areas: academic self-concept, school climate, school belonging, and experiences with peer victimization (bullying).



Use of After-School Time

Children are asked about the time they spend engaged in organized activities such as sports, music and art, as well as the time they spend watching TV, doing homework and playing games.

O **Mental Health Literacy Coordination (Blended Learning, DRK, GES, GMS, KLO)**

- mental health literacy has been defined as the knowledge, beliefs and abilities that enable the recognition, management or prevention of mental health problems
- enhanced mental health literacy appears to confer a range of benefits: prevention, early recognition and intervention and reduction of stigma associated with mental illness
- teacher training for the mental health curriculum will be provided next week
- KLO will be the 1st school to receive delivery of the curriculum in the Gr. 9 PHE classes

O School & Community Mental Health Conference

- was held on FEB 4th
- mental health is a significant issue: one in five Canadians will have a mental health problem or illness this year. It's a world-wide mental health issues are especially relevant to young people, including elementary, high school and university students
- this is why it is so important to integrate mental health literacy and student wellbeing into all stages of education, from kindergarten through Grade 12 through college and university
- Statistics Canada reports suicide as the ninth leading cause of death in Canada, but in the age 1-to-24 grouping, 20 percent of deaths are attributed to suicide

O smartEducation (GPE, SVE)

- supporting staff well-being
- Janelle & Tricia could do presentation for parents
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smartEducation

smartEDUCATION

Professional Development for Educational and Health Care Professionals

Mindfulness for Educators: smartEducation™ A 9-Session Renewal Program

smartEducation™ (SMART) is an evidence-based program designed to address the needs (K-12 and post-secondary), professional support staff and mental health professionals involved in the education and care of children, youth, and young adults.

Who Should Attend

Education professionals including teachers, educational assistants, child and youth worker workers, psychologists, occupational therapists, audiologists and speech-language pathologists, physiotherapists, student support staff as well as administrators and office staff. The program is suitable for healthcare professionals who work with children and teens. Previous experience with mindfulness is not required.

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O Social Emotional Learning (RAY)

- building emotional literacy, well-being of students & staff
- specific teaching of these skills to students

O Vaping Lessons (GRE,PGE)

- Middle schools want support
- Tricia & Janelle have designed a lesson to present the info
- ELEM also want to get the info out
- lots of questions from students, parents, teachers
- Tricia & Janelle present the science and answer questions
- they have done this presentation at COPAC
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Vianne Kintzinger
Janelle Zebedee
Tricia Penny

6. NEW BUSINESS

6.1 Mental Health Literacy District Plan

- working through it to ensure it reaches across whole district to kids and adults to be literate in this learning
- partnerships w/community groups
- proactive approach

- Mary like to go to the Provincial Mental Health Conference for her role with adult employees. It is held every 9 months & expanding registrant #s

6.2 Review of Action Items (5 minutes)

- all complete

6.3 HPS Budget Request

- most of the budget goes to schools for student learning
- committee gave approval/endorsed Vianne to request budget to support Janelle & Tricia's continuing work in our district – at current level but would prefer more funding for next year
- Interior Health supports .3 FTE (full time employee) but has now reduced funding even though our district is bigger than most
- we would like 2 FTE's

7. FUTURE PRESENTATIONS

- n/a

8. FUTURE 2018-19 HPS COMMITTEE MEETINGS

8.1 APR 11 & JUN 6

4:00 – 6:00 pm (School Board Office)

Vianne Kintzinger

Janelle Zebedee

Tricia Penny

MEETING ADJOURNED @ 5:57 pm